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ABSTRACT

This handbook is directed at students in search of internship programs. It provides concise, factual information about 11 statewide and 2 regional internship programs, Urban Corps internships, and important directories of specific internships, with information on how to get hold of them, who's eligible for each program, and what's included in each. Topics discussed are: (1) how to decide what kind of internship you want; (2) where to look within the college; (3) state-run placement programs; and (4) a bibliography of internship directories. (Author/KE)

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WHERE TO LOOK

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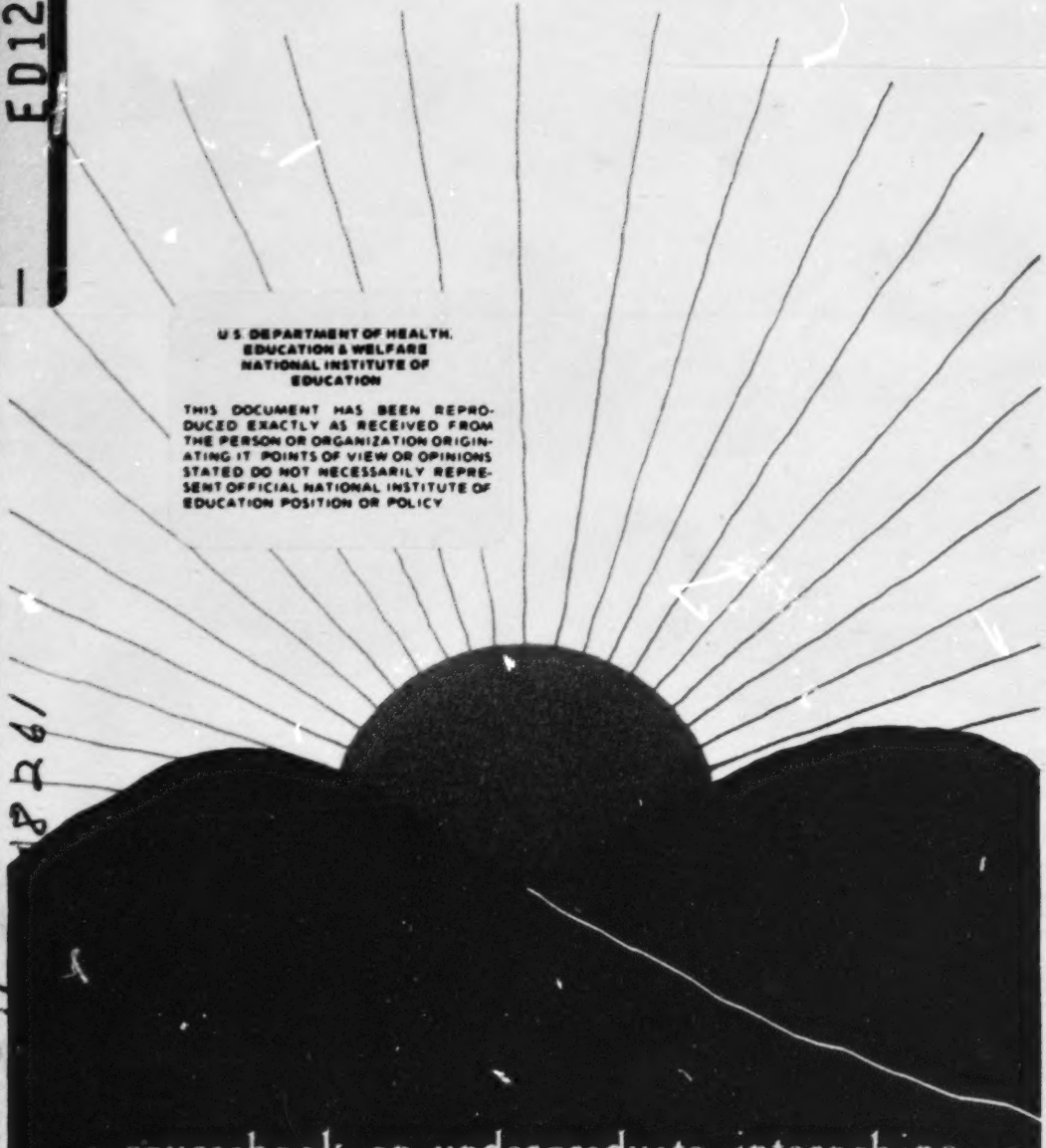

a sourcebook on undergraduate internships

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WHERE TO LOOK

a sourcebook on undergraduate internships

joy hecht

nexus

american association for higher education

READ THIS FIRST

The idea that education is a part of life, not just of school, is gaining widespread acceptance among college students today. Increasingly, they are seeking opportunities to take their academic knowledge out of the classroom and see how it holds up to the tests of "the real world." From engineers to English majors, from biologists to political scientists, students are asking about the relevance of their education, how it relates to what the rest of their lives will be like.

This handbook has been written for students who are considering internships as a route to the answers to these questions. It is designed as a guide through the maze that looking for an internship can be, and to ensure that the search is undertaken with full information about possible resources. Five areas of information are included:

- how to decide what kind of internship you want
- where to look within the college
- state-run placement programs
- Urban Corps placement programs
- bibliography of internship directories

The last three areas comprise a comprehensive list of internship resources for which eligibility is not restricted on the basis of college. This information is of particular importance to students, faculty and administrators in schools which do not run their own placement programs or clearinghouses. The state and Urban Corps programs place students in government agencies nationwide, in a wide range of positions. The internship directories are a valuable source of information on thousands of positions across the country and abroad. There is little reason for students to buy them, but they are excellent and inexpensive reference works which should be a part of any college's resources in this area.

BACKGROUND INFORMATION: ON FOCUSING YOUR INTERESTS

The fact that you picked up this handbook and are reading it indicates that you probably have experienced some dissatisfaction with where you are, what you are doing, or how you are doing it — in short you're thinking of doing something else. This handbook was written to guide you through some of the steps along the way to resolving this problem, and to ensure that if an internship is the right thing for you, you will not give up because the process of getting one seems too difficult.

First things first. Before you can do anything you have to have some ideas in mind. Perhaps you are a senior now, plan to enter law school in the fall, and want to spend the summer researching consumer law in Ralph Nader's office in Washington. If that sounds like you, skip this section — you already know what you want. But if you are a first semester sophomore, think you are an English major but are not sure, and would like to spend some time away from the school environment — but the only job you could get would be as a telephone operator in your home town in Minnesota — then keep reading. An internship could be the best thing for you, but nothing "just happens." You have to make it happen, and you can't do that until you have an idea of what you want to do.

But, you say, how am I to suddenly decide what I want to do if the problem is that I don't know?

We won't pretend to be experts in this area. Other people are experts, however. The methods they have developed to help people decide where their interests lie may take many forms, but most of them ask you to take a long hard look at what you liked or disliked doing in the past, and to isolate the qualities of each thing that caused you to like or dislike it. Once you have a reasonable idea of what you enjoy doing, it is not so hard to determine what kinds of work you would enjoy, and why.

Okay, you say. That's fine. But what's it got to do with me? I don't know any experts who want to help me figure out my life!

You're probably right. But you don't have to know any experts. The career development office at your own school can probably help you. Some schools run courses or groups to help students determine their own interests. Some can give you individual counseling. All will have a library in the area. Many books have been written, and it is probably worth your while to look into a few. There is no one book that says it all — whatever helps you clarify your own ideas is worth reading, so browsing through your school's collection is a good idea. Here are a few leads:

- Richard Bolles's *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers* (Berkeley, CA: Ten Speed Press, 1972). Check out chapter five, devoted to deciding what you want to do.

- Howard Figler's *A Career Workbook for Liberal Arts Students* (Cranston, RI: Carroll Press Publishers, 1975). A workbook of exercises that help you determine what you enjoy doing and what you are capable of doing.

- David Campbell's *If You Don't Know Where You're Going, You'll Probably*

End Up Somewhere Else (Niles, IL: Argus Communications, 1974). A short book that serves as a good introduction to this area.

If the career development office at your school doesn't have these books, try the counseling center, the deans, or the library.

A word of warning! Reading these books will *not* tell you what you want from your life. A book can't tell you that. Neither can a counselor, your parents, your roommate, your boyfriend. You must tell yourself. Don't just read these books; do what they say, think it out for yourself. Seriously figuring out what your goals are is going to take time and thought and work, or your ideas will not end up any clearer than they were when you started.

Why an Internship?

By now you may be thinking that an internship would be of use to you. Although it's not the all-purpose answer to everything, it can serve some useful purposes:

- give you some experience working in a field that you think interests you
- give you a chance to apply what you have learned in school to "the real world"
- enable you to meet people who could be useful to you in a field that you plan to enter
- give you a break from college and classroom learning
- enable you to leave the shelter of college without really committing yourself to the working world

COLLEGE RESOURCES

Your interests are clear and you have decided that you want an internship. You know what kind of work you want, but where do you find it?

Begin by looking at what is closest to you right now — your own school. Don't fall into the trap that stops many people, assuming that "if I've never heard about it, it probably doesn't exist." Colleges are doing an incredible range of things in helping students find internships. Every college is different, so the places to look within the school will vary; however, you would do well to check with your academic adviser or chairperson.

Your adviser may be able to help in any of a number of ways. S/he probably understands your academic interests better than any other faculty member, and will have a good basis for suggesting kinds of work that you would enjoy. If your department is doing anything in the way of internship s/he will probably know about it, and if it is competitive may be able to put in a good word for you. S/he may know people working in your area, and may be willing to refer you to them. In other words, use your connections!

Your department chairperson is another good source of information, and should know about anything his/her department is doing. For example, if you are interested in an internship with the federal government, check with the political science department to see whether it is running a Washington Semester program. Or if you would like experience in administration or management, see whether the business department has developed any liaisons with local industry or businesses.

Some colleges are operating clearinghouses of information on internship opportunities designed to help all students rather than those in a specific department. Other schools have become affiliated with internship programs run by groups of colleges, which place students in various different positions. Such projects could be handled by any of a number of different offices within the school. Your college probably has some of the following offices — check with them to see if any can be of help.

Counselling services
Student services division
Campus ministries
Financial aid/work-study office
Office of cooperative education
Office of experiential education
Deans of freshmen, sophomores, etc.
Deans of academic affairs
Career placement office (also known as career development, etc.)

Don't hesitate to talk to these people — they're there to help you and for no other reason. Don't be put off by titles, "the administration building," secretaries, stigmas you or your friends might attach to seeking advice; *do* check them out. They could be your key to a fantastic experience that you would never find otherwise.

You have checked the resources available through your school and it just doesn't seem like you will be able to find what you want. Don't despair — there are a lot of places to look outside of the college. Admittedly, there are problems with using these recources. Sometimes competition is stiff, frequently eligibility is limited, and information may be out of date. However there are a lot of very interesting positions to be found by looking beyond your school, so keep going.

STATE-DEVELOPED INTERNSHIP PROGRAMS

Check out the resources of your state, either the one you're from or the one where you're going to school. Eleven states have developed extensive programs to place college students in internships working with government agencies, and many more are planning them. The eleven programs are described below, with the following information for each:

- *Program name, address, phone number.* Unless otherwise specified, address your inquiries to the program at the address given.

- *Eligible Students.* In all of the programs the agency taking the interns determines the requirements for applicants. Eligibility here refers to who may go through the program office in seeking placement, not who is qualified for particular positions. Many programs must restrict eligibility in order to receive state funding. A few do not, however, so do not panic if your state is not running a program. The unrestricted programs have been marked with a ⚜.

- *Placement.* Most of the programs place students in government agencies of all kinds. Areas in which you could work typically include health, legal aid, education, recreation, ecology and natural resources, economic analysis and development, public relations, engineering and computer programming, art administration, consumer affairs, transportation and agriculture. Rather than listing all types of positions for each program, the designation "government agencies" has been used when students are placed in many of these areas. A few state programs also place students with private nonprofit organizations such as scout troops or community centers.

Some placement programs require prospective agencies to develop a specific project on which the intern will be working, to define goals and objectives, and to specify how they are to be accomplished. Where academic credit is involved, you can confer with your adviser to ensure that the project will conform to school requirements. Frequently a report is prepared at the end of the project, and in some cases these reports are published. Such programs have been designated "project-oriented" under *Placement*.

- *Time/Duration.* Most programs place students during the summer and during the fall and spring semesters; however, there is some variation here.

- *Credit/Salary.* Your college will always be responsible for deciding whether to to grant credit for your internship. If you want to receive credit, discuss it with your adviser, or anyone else at your college who you think would be involved in the decision. (Try the registrar, the chairperson of the department most closely related to the area of your internship, or a faculty member who teaches related courses.) Some internship programs will assist you in making credit arrangements, and a few will place only those students who know in advance that they will be receiving credit. Salaries vary greatly. Some programs will take only as many students as they can pay full salaries, while others will pay students during the summer but not during the school year, on the assumption that during the year you receive credit rather than money. Some programs only pay those on federal work/study; in still others the salary is determined by the agency hiring the interns.

• *Application Procedure.* Most programs have one of two kinds of application procedure: 1) Clearinghouse: Students apply to the internship office with a standard application form. On the basis of this application, and in some cases interviews, the office screens applicants and refers about a half dozen people to each agency. The agencies interview the applicants in most cases, and select the student(s) they wish to take. 2) Placement List: The internship office compiles a list of available placements, which is distributed to colleges and universities, and to students who request information. Interested students apply directly to the agencies on the list, without using the internship office for screening, referral, or placement. Programs which do not fall into one of these two groups are described individually.

• *Number of Students Placed.* Most state internship programs are highly competitive. The figures given are estimates, however, and do not take into account students who are not placed because they do not complete the application procedure.

The Programs

California State Public Service Internship Program
Office of Planning and Research
1400 10th Street, Room 1000
Sacramento, California 95814
Phone: (916) 445-3547

Procedure. Placement List
Eligible Students. Anyone may apply for internships if she/he meets the requirements set by the agency. Because of geographic limitations and agency requirements, however, most interns are upper division students from the California area.
Placements. Government agencies
Time/Duration. Full time during the summer. Part time (15-20 hrs/wk) during the academic year.
Credit/Salary. During the summer students generally receive a salary, paid by the agency, and do not receive academic credit. During the academic year most students receive credit but are not paid.
Number of Students Placed. 800 during the summer, 400-600 during the academic year.

Georgia Governor's Intern Program
Executive Department
104 State Capitol
Atlanta, Georgia 30334
Phone: (404) 656-1794

Procedure. Clearinghouse. Students are interviewed by five or six agencies, after which both students and agencies state their preferences among the possible placements. The intern office does the final matching based on all of the expressed preferences.
Eligible Students. Although anyone may apply for placement through the intern program, the office has set priorities: Georgia residents at Georgia schools, Georgia

residents at out of state schools, out of state residents attending Georgia schools, and out of state students.
Placements. Government agencies, private non-profit organizations. Project oriented.
Time/Duration. Internships run for one academic quarter (10 weeks) and are full time.
Credit/Salary. Students receive $600 for a quarter's work. Many students receive credit as well, depending on their schools' policies
Number of Students Placed. During the summer, 200 out of 500-600 applicants. During the academic year, 75-150 out of 200-300 applicants.

Illinois Governor's Summer Fellowship Program
Contact: Bill Grimshaw
Governor's Office of Human Resources
203 North Wabash
Chicago, Illinois 60601
Phone: (312) 793-3151

Procedure. Clearinghouse
Eligible Students. Undergraduates and graduate students from Illinois or attending school in Illinois.
Placements. Government agencies in Springfield and Chicago.
Time/Duration. All internships are during the summer, and are full time.
Credit/Salary. Interns are paid a minimum of $550 per month. Credit arrangements are up to the student.
Number of Students Placed. 80 out of about 1000 applicants.

Massachusetts Internship Office
18 Tremont Street, 12th Floor
Boston, Massachusetts 02108
Phone: (617) 727-8688

Procedure. Clearinghouse. MIO prepares two books describing available internships, one for academic credit positions, and the other for work/study recipients. These are used to give students an idea of what internships can be like; however everyone must apply through the internship office.
Eligible Students. Anyone
Placements. Government agencies, private non-profit organizations.
Time/Duration. Full time during the summer, part time or full time during the the academic year, full time during January.
Credit/Salary. MIO administers two programs. Internships for Academic Credit are part time or full time during the school year. Students are not paid, but they receive credit from their schools. They must pay tuition for this credit. Internships for Work/Study Recipients are full time during the summer. Students receive credit if they arrange for it with their schools.
Number of Students Placed. 500 out of 500-700 applicants per year.

Minnesota Governor's Internship Program
215 Administration Building
St. Paul, Minnesota 55155
Phone (612) 296-2329

Procedure. Clearinghouse
Eligible Students. Undergraduates or graduates from Minnesota or those enrolled in colleges or universities in Minnesota.
Placements. Government agencies. Project oriented.
Time/Duration. Internships are available year round for a minimum of one academic quarter, and may be full time or part time.
Credit/Salary. Students will be accepted for the internship program only if they can receive academic credit for their experience, or are on work/study. For non-work/study students, stipends vary according to the agency.
Number of Students Placed. 300 out of 400 applicants.

New Mexico State Government Internship Program
New Mexico State Personnel Office
130 South Capitol
Santa Fe, New Mexico 78501
Phone: (505) 827-5201

Procedure. Clearinghouse
Eligible Students. New Mexico residents in good academic standing with a minimum of 28 credits.
Placements. Government agencies
Time/Duration. Most internships are full time for three months during the summer. There are also a few part time positions during the academic year.
Credit/Salary. Interns are regarded as regular temporary state employees. As such their salaries are determined by law and depend on academic standing; the minimum is $400 per month. Credit arrangements are the responsibility of the student.
Number of Students Placed. 250 out of 900-1000 applicants.

North Carolina Internship Office
Youth Involvement Office
401 North Wilmington Street
Raleigh, North Carolina 27601
Phone: (919) 829-5966

Procedure. Clearinghouse
Eligible Students. Anyone from North Carolina or enrolled in a North Carolina school.
Placements. Government agencies. Project oriented.
Time/Duration. Internships are full time during the summer for 10 weeks or during the January term for one month.
Credit/Salary. Interns receive between $100 and $125 per week, paid by the agency. Credit arrangements are up to the student.
Number of Students Placed. 250 out of 1000 applicants.

South Carolina Governor's Intern Program
Office of the Governor
Division of Administration
1201 Pendleton Street
Columbia, South Carolina 29201
Phone: (803) 758-2417

Procedure. Clearinghouse
Eligible Students. South Carolina residents or students attending South Carolina schools.
Placements. Government agencies, private non-profit organizations. Project oriented.
Time/Duration. Internships are full time during the summer, and a minimum of 16 hrs/wk during the fall and spring semesters.
Salary/Credit. Undergraduates are paid $2.25/hr and graduate students $2.50/hr. The internship office will help in arranging for academic credit.
Number of Students Placed. 245 during 1974-75, 130 of them during the summer out of 450 summer applicants.

South Dakota Internship Program
Office of Education and Cultural Affairs
State Capitol
Pierre, South Dakota 57501
Contact: Nadine Duncan

Procedure. Clearinghouse
Eligible Students. South Dakota residents or students attending South Dakota schools
Placements. Government agencies
Time/Duration. Internships are full time and are available during the summer and during the fall and spring semesters.
Credit/Salary. Interns are paid between $70 and $125 per week by the agencies. Most students receive between 6 and 12 credits for the internship, and must pay tuition to their schools.
Number of Students Placed. 100 out of 500 applicants.

Texas Governor's Public Service Intern Program
Governor's Office
Austin, Texas 78711
Phone: (512) 475-6981

Procedure. Clearinghouse
Eligible Students. Anyone attending school in Texas.
Time/Duration. Internships are available during the summer and during the fall and spring semesters. Most interns are attending school at the same time, in

summer as well as during the academic year; accordingly summer internships are usually about 30 hr/wk, and academic year positions up to 20 hr/wk.
Credit/Salary. Interns receive stipends of $1200 for summer internships and $1000 for academic year internships, funded by private foundations in Texas. Arrangements for academic credit must be made by the student.
Number of Students Placed. 130-140 per year out of about 700 applicants. The intern program will place as many students as they have money to pay stipends.

Virginia Intern Program
Virginia State College, Box 69
Petersburg, Virginia 23803
Phone: (804) 526-8247

Procedure. Clearinghouse. Many Virginia colleges have a compus liaison who keeps in touch with students from the school, distributes information and applications, etc. Students from those schools work through the liaison, others work directly through the internship office.
Eligible Students. Virginia residents or students attending Virginia schools.
Placements. Government agencies
Time/Duration. Most internships are full time summer positions. About 20 percent are part time during the academic year.
Credit/Salary. Undergraduate interns are paid $2.50-2.75/hr. Graduate students are paid $4.00/hr. Some internships are paid for through federal work/study. Credit arrangements are made by the student, although the intern office will help where possible.
Number of Students Placed. 575 per year. 95 percent of the applicants are placed.

Washington State Summer Intern Program
Interagency Training Division, Department of Personnel
910 East 5th Street
Olympia, Washington 98504
Phone: (206) 753-2895

Procedure. Clearinghouse
Eligible Students. No geographic restrictions. Interns must have completed three years of college.
Placements. Government agencies
Time/Duration. Internships begin in the summer and last for up to six months. All full time.
Credit/Salary. All interns receive a minimum of $600/month, paid by the agency. Some interns arrange for academic credit; however, this is the exception rather than the rule.
Number of Students Placed. About 125 out of 625 applicants.

Two regional programs are similar to the state internship programs but have a broader base of agencies in which to place students:

Western Interstate Commission for Higher Education (WICHE)
P. O. Drawer P
Boulder, Colorado 80302
Phone: (303) 492-7177

Procedure. Clearinghouse
Eligible Students. Anyone. Preference goes to students in or from the thirteen states under WICHE's jurisdiction (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming).
Placements. Government agencies, private non-profit organizations.
Time/Duration. Full time. Most during the summer, some during the academic year.
Credit/Salary. All WICHE interns receive a salary of $100 per week. Arrangements for academic credit are the responsibility of the student.
Number of Students Placed. 200 during the summer, 50 during the academic year. Competition is very stiff.

Resource Development Internship Project
334 Poplars Building
400 East 7th Street
Bloomington, Indiana 47401
Phone: (812) 337-7163

Procedure. Clearinghouse
Eligible Students. Anyone
Placements. Government agencies. Project oriented.
Time/Duration. Full time for 12 weeks during the summer or the academic year.
Credit/Salary. Interns are paid about $1200 for the 12 weeks. Credit arrangements are the responsibility of the student.
Number of Students Placed. 80. Competition is very stiff.

THE URBAN CORPS

If you are receiving federal college work/study funds through the financial aid office of your college, you are eligible for Urban Corps internships. The Urban Corps is a network of about fifty autonomous offices in cities across the nation which place work/study students in internships in governmental agencies and private non-profit organizations. With some variation, all Urban Corps offices operate in the same way, placing students in full time summer positions, and part time positions during the academic year. Most of the offices also place a small number of students enrolled in cooperative education programs at local colleges. The coop students receive academic credit for their work; work/study students must make credit arrangements independently.

With only a few exceptions, the Urban Corps offices place no geographic limitations on who is eligible for placement; thus any work/study student whose college sanctions Urban Corps jobs may be placed in an internship in any city which has an Urban Corps office. All Urban Corps applicants do receive placements, most of them in positions directly related to their academic interests.

If you are not on work/study but are interested in the Urban Corps, you can try to get on work/study by going through the financial aid office at your school. Work/study money is awarded to colleges through a federal grant program, and is used to pay up to 80 percent of a student's salary in jobs on and off campus. The person hiring you has to pay only 20 percent of your salary, so many people who would not want to pay a regular intern are quite happy to take work/study people. Accordingly, it works to your advantage to be on work/study. Unfortunately, this is not always easy. Work/study money is generally awarded as part of the financial aid package, so if you don't need it, it may be hard to get. Try speaking to the financial aid or work/study offices, and see if they are willing to make arrangements for you.

Urban Corps Offices

Listed below are nine Urban Corps branches which run fairly comprehensive programs. The information given for each includes a description of anything which varies from the general information above, as well as information about academic credit if applicable, whether there are any opportunities for non-work/study students (marked with a ⚜ if there are), and the number of students placed each year.

Atlanta Urban Corps
Georgia State University
University Plaza
Atlanta, Georgia 30303
Phone: (404) 658-3558

No opportunities for non-work/study students. About one third of the interns do arrange for academic credit. About 650 students are placed each year, 275 of them during the summer.

Chicago Urban Corps
343 South Dearborn, Suite 1709
Chicago, Illinois 60604
Phone: (312) 431-1620

The Chicago Urban Corps is particularly interested in helping students obtain academic credit for their internship experiences. To this end they are using a foundation grant to work with colleges on developing mechanisms for granting of credit. The Chicago Urban Corps, unlike others, is not city—run, but is a private non-profit independent corporation. No opportunities exist for non-work/study students. About 600-800 students are placed each year.

Cincinnati Urban Corps
Citizens' Committee on Youth
2147 Central Avenue
Cincinnati, Ohio 45214
Phone: (513) 381-3425, 3440, 3441

Some opportunities exist for non-work/study students to do volunteer internships for academic credit. During the summer about 300 students are placed, and during the academic year about 50 per semester.

Dayton Urban Corps
40 South Main Street
Dayton, Ohio 45402
Phone: (513) 225-5122

There are no opportunities for non-work/study students. About 700 students are placed each year, 300 of them during the summer.

Detroit Urban Corps
518 Veteran's Memorial Building
151 West Jefferson
Detroit, Michigan 48226
Phone: (313) 224-3410

Opportunities exist for non-work/study students to do volunteer internships. About 400 students are placed each summer. About 150 students were placed in fall, 1975 internships. This was the first time that there have been any fall placements.

Greater Los Angeles Urban Corps
P. O. Box 44759
Los Angeles, California 90044
Phone: (213) 753-3429

No opportunities exist for non-work/study students. Between 800-1200 students are placed each year, in agencies and organizations all over the state.

Metropolitan Dade County Urban Corps
395 North West First Street, Room 102
Miami, Florida 33128
Phone: (305) 579-5623

No opportunities exist for non-work/study students. About 600 students are placed each year, 50 of them during the summer.

Twin Cities Urban Corps
316 City Hall
Minneapolis, Minnesota 55415
Phone: (612) 348-6967

Some opportunities are available to fund non-work/study students through grants under the Comprehensive Education Training Act. In addition, some non-work/study students work for small stipends from the agencies equal to the amount that the agency would contribute towards their salaries if they were on work/study. The Urban Corps will help students arrange for academic credit. About 500 students are placed each year, 300 of them during the summer.

New York City Urban Corps
Office of the Mayor
250 Broadway
New York, New York 10007
Phone: (212) 566-3952

Opportunities are available for non-work/study students to work as volunteers for academic credit, and to participate in several special programs during the summer and the academic year. About 5000-6000 students are placed each year.

About fifty other less extensive Urban Corps programs are run by cities and counties all over the country. A complete list is available from the New York Urban Corps at the above address.

ABOUT INTERNSHIP DIRECTORIES

You're not on work/study, your state isn't running any programs, and you're not ready to apply for the few state programs that are open to anyone. Another resource which may interest you at this point is internship directories, several of which are available to anyone who can get his/her hands on them. These directories are valuable sources of information, although they do have two major limitations. First, they very rapidly become dated, and since a great deal of time and money is involved in compiling them it is sometimes impossible to up-date them. Second, when a widely-circulated directory indexes a few hundred positions, the agencies listed are swamped with applications, and competition becomes extremely tight, especially for salaried internships.

Requirements for individual positions are determined by the agencies and will thus vary from job to job within the directory. The same is true for salaries; some positions pay full salaries, some are volunteer, some are limited to work/study students, and for some positions you must pay to participate (as in the alternative schools listed in *Somewhere Else and Taking Off*). Credit arrangements are up to you to arrange with your own school except in the case of University of Kentucky students using *Options for Learning*. Unless available from a bookstore, all of the publications may be obtained by contacting the organization which prepared them.

Information provided for each directory includes:

- *Name, author, organization* which compiled the information and address, publisher if any, date of publication, number of listings (approximate), price.
- *Description.* The book's format, what information is included, what kinds of positions and options are listed, etc.
- *Areas of Listings.* Academic or professional categories into which the positions are divided.
- *Format of Listings.* What information the directory gives about each listing.
- *Time/Duration.* When most of the internships are available. In some cases this is not a relevant criterion.

The Directories

1976 National Directory of Summer Internships for Undergraduate College Students. Prepared by the Career Planning Offices of Bryn Mawr and Haverford Colleges (Bryn Mawr, Pennsylvania 19019), 1975. 300 listings. $9.00.

Description. This is a directory of specific internships available to undergraduates for the summer of 1976. Listings are divided into ten sections, with information on who was contacted in each area, where most of the positions are, and sources of further information.

Areas of Listings. All the internships fall into one of ten categories: arts, business and finance, communications, education, environment, government, health professions, museums, scientific research, and social services.

Format of Listings. Each entry includes the following information: name, address, location of internship, application deadline, number of interns accepted, eligibility

requirements, duration, salary, description (including whether internships are available during the academic year), application procedure.

Time/Duration. Mostly summer, some during the academic year as well. Full time.

Jobs In Social Change. Prepared and published by the Social and Educational Research Foundation (3416 Sansom Street, Philadelphia, Pennsylvania 19104), 1975. 175 listings. $1.50. Available in some bookstores, or from SERF.

Description. This book is the outcome of a search by SERF for public interest groups working for social change on a national level in the Washington, D. C. area. The book is in three parts. The first describes SERF, its interests, plans, and projects for social change. The second gives information about Washington for prospective interns. The third lists 175 interest groups, with details about what each group does, and the capacities in which they will take interns or volunteers.

Areas of Listings. Organizations listed fall within the following categories: communications and the media, children's rights, consumer protection, education, environment, health, housing and urban affairs, human rights and civil liberties, legislation and political reform, population, public interest law, social and economic planning, prison reform, and women.

Format of Listings. Each listing includes name, address, and phone of organization, description of the organization (including such information as the director's name, date of founding, staff size, annual budget, source of funds, and membership information), its publications, projects and activities, and its impact. Intern and volunteer information includes number to be accepted, anticipated number of applicants, qualifications, application procedure, contact person, and financial arrangements. Also listed are offices of the organization outside Washington, if any.

Time/Duration. Varies

Taking Off, An Organization Handbook and Comprehensive Worldwide Resource Guide for Non-Traditional Higher Education. Jennifer Eis and Don Ward. Prepared by the Center for Alternatives In/To Higher Education (C/AHED) at Michigan State University (1118 South Harrison, East Lansing, Michigan 48823), 1975. Thousands of listings. $5.95.

Description. C/AHED is a clearinghouse for alternatives to traditional study, run by Michigan State University for its students. *Taking Off* was designed as a handbook for school administrators interested in setting up centers similar to C/AHED at their own schools. About 150 pages are devoted to discussion of the operations of the C/AHED model; how to set up a center, how to run it, problems likely to be encountered, and so on. The remaining 200 pages are devoted to a list of places to contact in setting up a file of options available to students looking for alternatives. The listings include not only sources of internships, but also centers for non-traditional study, travel opportunities, volunteer work, and growth and spiritual centers.

Taking Off was not written as a directory for students looking for internships or other alternatives to traditional education. For this reason it does not describe specific positions; it instead simply gives information on who is taking students in an incredible number of different kinds of situations. This means that it is not

as easy to use as some of the directories. However, if your objectives are clear, and you are willing to do some work to achieve them, it can be much more valuable than the other directories—in part because its unspecific natures helps avoid the problems of a deluge of applications for certain jobs, and in part because it is overwhelmingly comprehensive.

Areas of Listings. The resources included in *Taking Off* are divided into three major categories: educational opportunities, social service and action, and personal growth. These are further refined. Educational opportunities is divided into alternatives to/for traditional schools, art and artisan skills, communications and mass media, international/intercultural experiences, outdoor living, performing arts, science and technology, and short term work experience. Social service and action is divided into human welfare and alternatives. Personal growth is divided into growth centers, intentional communities/communes, and religious and spiritual life.

Format of Listings. Most of the listings give the name of the organization, center, school, etc., how it can be reached, plus a brief description and of the organization and of the opportunity available.

Time/Duration. Depends on position.

Directory of Washington Internships. Prepared by the National Center for Public Service Internship Programs (1735 Eye Street, N.W., Washington, D. C. 20006), 1975. 300 listings. $6.00 ($3.00 for NCPSI members).

Description. The *Directory* lists specific positions available in the Washington, D. C. area during the summer of 1976. In addition to the actual internships, it includes an essay on congressional internships, information on the Washington Center for Learning Alternatives, a few programs for high school students, several college sponsored intern programs, some post-graduate programs, student service organizations, residence information, and a short bibliography.

Areas of Listings. The internships are divided into the following general categories: business and economics, civil liberties and human rights, communications and media, criminal justice, education, environment and conservation, fine arts, government and legislation, human service, international affairs, public interest, social change and political reform, women, and various independent intern programs.

Format of Listings. Each entry includes the name of the organization, a contact address, a description of the organization, objectives of the internships, application deadlines, skills required of interns, time requirements, remuneration and housing.

Time/Duration. Mostly summer, full time.

Somewhere Else, a living-learning catalog. Prepared by the Center for Curriculum Design (P. O. Box 350, Evanston, Illinois 60204). Published by The Swallow Press, Inc., 1973. Lists 250 centers, 300-400 networks (see below). Available from bookstores. $3.00.

Description. Somewhere Else is a catalog of places to go for non-traditional learning experiences of all kinds, ranging from volunteer work with underground news-

papers to full time live-in pottery workshops, from growth centers in the Canadian wilderness to learning exchanges all over the United States. The book is divided into two sections, one listing centers (places to go for instruction), and the other listing networks (places to go for information about instruction).

Areas of Listings. Within the sections the listings are subdivided into alternative futures, alternative vocations, artisan and skills, gay liberation, growth, learning exchanges, media, miscelianeous, new-learning, outdoors, overseas work/study, people's yellow pages, social and political change, spiritual, and women.

Format of Listings. Each entry includes the name of the center or network and an address where it may be reached, plus a description of the oppotrunities available there.

Time/Duration. Varies

Guide to Government and Public Service Internships. Prepared by Charles Ruemelin for the Office of Career Services and Off Campus Learning, Harvard University (54 Dunster Street, Cambridge, Massachusetts 02138), 1975. $5.00.

Description. This book was written in an effort to avoid some of the disadvantages of internships directories; that they are very quickly out of date, and that if they are well distributed there are hundreds of students applying for each position. This is a guide to finding government and public service internships in any level of federal, state or local government. It is a procedural guide, telling how to locate and get positions rather than saying where the positions are. It is intended for students in any part of the country, looking for any level of work.

Areas covered by this book include a general description of public service careers, a guide to defining job objectives and goals, employer and employee expectations in job commitment, job hunting strategies, areas of the federal, state, and local civil service, positions on Capitol Hill, agency suggestions, a reading list of relevant materials, and a calendar for those seeking internships.

Options for Learning, A Catalog of Off-Campus Learning Opportunities in Kentucky. Prepared by the Office for Experiential Education at the University of Kentucky (303 Administration Building, Lexington, Kentucky 40506), 1974. 200 listings. Free.

Description. Options for Learning catalogs specific internships available in the state of Kentucky. Prepared by the Office of Experiential Education for students at the University of Kentucky, it is nonetheless available to anyone. Students at the University generally go through the OEE in planning internships and arranging for academic credit; however others may contact the agencies directly.

Areas of Listings. The internships are divided into six categories: communications, education, government, administration, research and planning, health services, recreation, arts and crafts, social work.

Format of Listings. Each entry includes: name, address, and phone number of the agency, financial arrangements for the position, location of the position, contact person, brief description of the organization, position available, prerequisites, and duration of the position.

Credit Arrangements. For students at the University of Kentucky, credit arrangements are worked out through the OEE. Otherwise, you must make arrangements through your own school.

Time/Duration. Depends on the position.

International Directory of Youth Internships, 1974-1975. Prepared by the United States Committee for UNICEF (331 East 38th Street, New York, New York 10016). About 50 listings (far more people can be placed, however). $1.00. Available from Ms. Marty Abraham, c/o U. S. Committee for UNICEF.

Description. IDYI is a directory of intern/volunteer opportunities available through the United Nations, its agencies, and related non-governmental organizations. Listings include internships, volunteer work, special programs, job, etc. Sources of further information are also included. Most of the options are available primarily to graduate students; however, some are open to undergraduates and even to high school students.

Areas of Listings. Opportunities call for expertise in a wide variety of areas, among them economics, law, international relations, nutrition, agriculture, education, science, medicine, political science, sociology, government, and ecology. Positions may be in administration, doing research, developing programs, studying, writing, and so on.

Format of Listings. Each listing includes name, address, and description of the agency, followed by a description of the positions available including type of work, requirements and in most cases whether the position is salaried.

Time/Duration. Varies.

ABOUT THIS HANDBOOK

Joy Hecht, an intern with the NEXUS program of the American Association for Higher Education, researched, verified, and wrote this handbook on internship resources and programs during the Fall of 1975. The need for such a handbook grew directly out of her own needs at the time. Joy was a sophomore college "stopout" looking for an internship which would combine learning on the job with her personal interests. She brought to NEXUS the need for a handbook to guide students in search of internships at the same time as NEXUS needed such a resource to assist people setting up internship programs and counselling students about options available outside of the college environment. Although the handbook is directed at students, we hope that it will also be helpful to people who deal with questioning students considering productive ways to spend a few months away from the campus. The handbook provides concise, factual information about 11 statewide and 2 regional internship programs, Urban Corps internships, and important directories of specific internships, with information on how to get hold of them, who's eligible for each program, and what's included in each.

NEXUS is a national telephone referral service to connect people who seek information about postsecondary education programs with appropriate resources. It is a program of the American Association for Higher Education, an organization which aims to clarify and find solutions to critical issues in higher education. NEXUS was set up in 1973 by a grant from the Fund for the Improvement of Postsecondary Education; however, the content of this handbook is the responsibility of the author and no official endorsement of these materials should be inferred. NEXUS seeks to work with student interns during the Fall, Winter, and Summer terms. In addition to assisting NEXUS research staff, each intern works on a special project mutually determined by individual interests and project needs.

For questions about postsecondary education, or further information about NEXUS internships, contact Project NEXUS, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036. Telephone (202) 785-8480.

Jane Lichtman, Director
NEXUS